



MEABED Africa
P.O. Box 651899
Benmore 2010
Republic of South Africa

Telephone: 27-11-463-7573
Fax: +27-11-463-0959

MEABED US
850 Sligo Avenue
Suite 602
Silver Spring, MD 20910 USA

Telephone: 301-578-1601
Fax: 301-578-1604

Africa Education Initiative - Ethiopia Country Case Study



Grade 1 pupil, Bruh Tesfa Primary School, site of teacher training activity, Debre Birhan, Ethiopia, April 2005

Through the Africa Education Initiative (AEI) funding the following has been achieved in Ethiopia:

- *Three Centers of Excellence were created at Teacher Education Institutions.*
- *Instructional Resource Centers were strengthened at Teacher Education Institutions.*

Implementing AEI in Ethiopia

All components of AEI are present in Ethiopia: Teacher Training, Textbooks and Other Learning Materials (TOLM), Ambassadors' Girls' Scholarship Program (AGSP), the Innovative Activities component (IFESH activity), and Marginalized Communities. \$2.45 million in AEI funds have been obligated for the teacher training activities and \$406,400 for AGSP. TOLM activities were supported under the Hampton University centrally funded contract and the actual level of funding to Ethiopia is not yet confirmed. Ethiopia is participating in the Marginalized Communities component which will be implemented through the teacher training activities, valued at approximately \$2.25 million (though this is not

purely additive to the teacher training funding). AEI's cross-cutting theme of HIV/AIDS mitigation through education is evident in the teacher training activities while the cross-cutting theme of community participation is not yet fully integrated into present activities.

OBLIGATED FUNDS FOR AEI IN ETHIOPIA TO DATE

| | Teacher Training | AGSP | Total | Marginalized Communities* |
|--------------|-------------------------|------------------|--------------------|----------------------------------|
| FY03 | \$1,100,000 | | \$1,100,000 | \$1,000,000 |
| FY04 | \$1,350,000 | \$384,168 | \$1,734,168 | \$1,000,000 |
| FY05 | | \$22,232 | \$22,232 | \$260,000 |
| Total | \$2,450,000 | \$406,400 | \$2,856,400 | \$2,260,000 |

**Only a portion of the funding for Marginalized Communities originates from AEI, and for the funding that is from AEI, the Marginalized Communities Program is implemented through the Teacher Training component. Thus, the figures listed here for Marginalized Communities are not included in the total of AEI obligations to date.*

Teacher Training. AEI funding for teacher training has been obligated to the Ethiopia Basic Education Strategic Objective (BESO II) project, implemented by the Academy for Educational Development (AED). BESO II, which builds on the success of the previous BESO I project, aims to improve the quality and equity of basic education in Ethiopia by supporting reform at the national and regional levels. AEI funds of \$2.45 million have been obligated to accomplish specific teacher training activities.

TEACHER TRAINING OBLIGATED FUNDS TO DATE

| | FY03 | | FY04 | | TOTAL OBLIGATED |
|--------------------|-------------|-------------|-------------|-------------|--------------------|
| | Allocated | Obligated | Allocated | Obligated | |
| In-Service | \$600,000 | \$600,000 | \$700,000 | \$700,000 | \$1,300,000 |
| Pre-Service | \$500,000 | \$500,000 | \$650,000 | \$650,000 | \$1,150,000 |
| | \$1,100,000 | \$1,100,000 | \$1,950,000 | \$1,350,000 | \$2,450,000 |

In-Service: Through BESO II, AEI is developing a new teacher curriculum oriented to more modern teaching methodologies (such as child-centered learning), development of a new cluster- and school-based in-service teacher training model being implemented nationally, innovative support materials that prepare teachers to adopt active learning methodologies, support for female teachers, and distance education to upgrade skills of 21,000 primary school teachers. AEI has also supported student programs in civic education, HIV/AIDS, and environmental education in addition to interactive radio instruction for English. Integrated processes and tools have led to improvements in management, planning, and decision-making, as well as assisting the government of Ethiopia to create and expand a system for in-service, school-based teacher training that provides continuous professional development. AED's approach uses active learning, child-centered approaches, and constant assessment to improve teaching quality.

Pre-Service: AEI plans to provide assistance to 20 teacher education institutions (TEIs) to improve the quality of teacher training for primary education. The TEI's will also expand resource centers to support this training with audio-visual and curricular materials. Curriculum revisions for the training programs will focus on new methods and materials.

Textbooks and Other Learning Materials. Ethiopia was one of the six countries in Africa selected for participation in the first phase (FY2003-2005) of the textbook activity under the AEI. As the lead contractor, Hampton University identified Alabama Agricultural and Mechanical (A&M) University as the sub-contractor for the Ethiopia country program. It was agreed that Alabama A&M University would establish a collaborative partnership with the Institute of Curriculum Development and Research (ICDR),¹ as facilitated by USAID/Ethiopia.

The initial needs assessment determined that the partnership should aim to develop an English textbook for Grade 5 learners, with a special emphasis on HIV/AIDS awareness. Additionally, Grade 5-6 readers would be reprinted and delivered.

¹The Institute of Curriculum Development and Research (ICDR) is the agency responsible for developing textbooks at the Ethiopia Ministry of Education.

Upon drafting the Grade 5 English textbook, the Ministry of Education/ICDR, Alabama A&M University and USAID/Ethiopia identified four urban and four rural schools in three regions in Ethiopia to test select chapters of the Grade 5 English textbook for six weeks. The field test was very successful. Teachers and students were enthusiastic and eagerly anticipate the delivery of the new textbook.

The second phase of the TOLM Component (FY2006-2008) is currently in development. Ethiopia is one of 13 countries eligible to receive the anticipated six country program awards.

Ambassadors' Girls' Scholarship Program. The USAID/Ethiopia mission-managed AEI-AGSP program was active in FY2004-2005, as implemented by Participating Agencies Collaborating Together (PACT) and the Forum for African Women Educationalists (FAWE) in Ethiopia. The planned successor program, as led by AED and Aurora Associates, is in very early stages of development, and will also engage PACT and FAWE for implementation. AED and Aurora Associates are the regional AGSP institutional contractor for east Africa.

Innovative Activities. The IFESH program in Ethiopia has placed eight experienced teacher volunteers from the United States over FY2004-FY2005. Volunteers' activities include direct classroom teaching, teacher and community leader training, female student tutoring and mentoring, distance education materials development and technical assistance to higher education institutions.

Marginalized Communities. USAID/Ethiopia is implementing various activities in Muslim dominated areas of Ethiopia. The interventions include support to formal schools, teacher training, alternative basic education and capacity building of education personnel. The activity enrolls students in the formal training program, with plans to train in Alternative Basic Education for pastoral populations, provide in-service training for education personnel, including teachers, school directors and woreda (district) education officers, support formal primary schools, establish non-formal education centers to serve out-of-school children and train para-professionals to teach the enrolled children, and finally, to train education officers from the 51 woredas in the Somali Region. In addition to the host of non-governmental organization (NGO) partners, the mission has been encouraged to coordinate with the U.S. Army Corps of Civil Engineers in its efforts to rehabilitate schools and hospitals.

AEI Activities' Progress and Results in Ethiopia

Teacher Training

Through March 31, 2005, AEI has provided **in-service training on improved teaching methodology for 20,910 in-service teachers**. Moreover, AEI has **distributed self-instructional materials and supplementary reading materials (on HIV/AIDS and civics), and teaching aids to 1,140 primary schools** and supported professional development for women teachers in these same schools.

The **pre-service activity, also focusing on improved teaching methodology, yielded 8,316 teachers trained** through March 31, 2005.²

Textbooks and Other Learning Materials

² This figure was provided to MEABED during an in-country site visit. However, the figures reported to the USAID Consolidated Reporting System for Presidential Initiatives are different. MEABED is reviewing all data collected to reconcile.

Reprints of **Grades 5-8 English readers numbered at 240,000** were pending shipment to Ethiopia by March 31, 2005.³ For the **Grade 5 English textbook, 100,000 units have been printed** and were pending shipment by March 31, 2005.

ICDR plans to complete the corresponding teacher's guide for the English textbook in coming months.

Ambassadors' Girls' Scholarship Program

The USAID/Ethiopia managed AGSP activity reported the distribution of **2,085 scholarships** by March 31, 2005.

Innovative Activities

IFESH. Over the past two years **IFESH has trained 1,492 pre-service and 577 in-service teachers.** Volunteers also **established a School of Social Work at the University of Addis Ababa** and assisted the **MOE Office of Mass Media, to improve the digitized computer graphics system for transmitting secondary school curriculum on English training** and other subject areas to high schools via telecommunications throughout Ethiopia.

Other volunteers are assigned to TEIs and implement various activities such as **English instruction classes for teacher trainees, tutoring and support groups for female students, and leading the higher education diploma program for educators, reaching 2,674 adults and 360 children** thus far.



Producing learning aid materials at Debre Birhan College

Marginalized Communities. Accomplishments of the program include **enrolling 801 student teachers in the formal pre-service training program, providing in-service training for 558 education personnel, supporting 76 formal primary schools, establishing 44 non-formal education centers to serve out of school children, training 108 para-professionals to teach the 5,164 enrolled children, and training 253 education officers from the 51 woredas in the Somali Region.**

Success Story – Teacher Training

Funding from AEI for the teacher training program, in partnership with USAID/Ethiopia and AED has achieved the following: Establishment of three Centers of Excellence in selected TEIs of Ethiopia, Strengthening of Information Technology and the establishment and use of computer centers in TEIs, and Strengthening the Pedagogical/Instructional Resource Centers in the TEIs. The three Centers of Excellence

are established at Assela College of Education, Debre Birhan College of Teacher Education and Vocational Training, and Jijiga Teacher Training Institute. USAID and AED provided continuous technical, financial and material support to the Centers.

All the Centers produce learning aid materials from locally available resources. Other TEIs and linked primary schools are learning from these Centers and spreading the message of how

³ This figure was provided to MEABED during an in-country site visit. However, the figure reported by the prime contractor of the TOLM program, Hampton University, states 225,000 readers were shipped.

effective learning aid materials can benefit learners. The Debre Birhan Center of Excellence not only produces learning aid materials, but also distributed low cost supplementary learning materials, including Children's Reading Book Series and Modular Series on HIV/AIDS, to TEI trainees and local primary schools.

A very successful National Training Workshop on the use of Instructional Resource Centers (IRC) was conducted by AED, with support from AEI and other donors, to promote active learning and Teaching and Learning Using Locally Available Resources (TALULAR). A total of 67 representatives from the Ministry of Education and Regional Education Bureaus, as well as Deans and IRC Coordinators from 20 TEIs across Ethiopia attended the Workshop. A consultant from the Malawi Institute of Education at Domasi presented the Malawi experience of TALULAR. The Workshop promoted active learning and there has been a notable shift in primary schools towards locally available resources for producing teaching and learning materials. A participant of the Workshop stated, "I feel very happy because I have gained a lot of awareness about the real way of teaching." Another participant declared excitedly: "It inspired me to do something."



A proud teacher at Bruh Tesfa Primary School shows the learning materials she has made.

Success Story – IFESH

Another success for AEI in Ethiopia is the newly established School of Social Work at the University of Addis Ababa, which was made possible through the guidance and leadership of an IFESH volunteer. This is the first School of Social Work in Ethiopia and promises to continue developing new graduates in the field of social work. An orientation program was developed, and welcomed in the first class of 39 postgraduate students in September 2004. The program includes structured advising for students, as well as internship placements. A digitized resource database was developed to facilitate student research as well. The IFESH volunteer also assisted in the recruitment of the faculty for the new department. The department successfully hosted a conference for the International Association of Social Work, and has assisted several students to obtain financial support for completing the program.

Success Story – IFESH

A second IFESH volunteer, serving in the Ethiopian Civil Service College, has established an audio-visual resource center on campus. Students at the college use the center to conduct research, prepare written presentations and develop tools for assessment. Original audio-visual materials have been produced for the center on issues such as gender equity, and the recording of events and conferences on campus.

History of the Africa Education Initiative in Ethiopia

The former Presidential Initiative and precursor to AEI, the Education for Development and Democracy Initiative (EDDI), provided support of \$2.33 million to nine projects in Ethiopia between 1998 and 2003. The projects strengthened academic, government and democratic institutions and rural industries, and improved girls' and pastoralists' education. EDDI projects in Ethiopia focused on higher education and technology partnerships, democracy and governance projects and economic entrepreneurial training. The predecessor Ambassadors'

Girls' Scholarship Program in Ethiopia provided scholarships for 1,380 secondary school girls in 22 schools. Basic Education System Overhaul project improved Information Technology (IT) capacity within the MOE and provided teachers with the tools to help in the prevention of HIV/AIDS. AEI's activities build on the success of several EDDI projects such as the AGSP and aspects of the teacher training activities.

Education Context of AEI

The Education Sector Development Program (ESDP), a program developed by the Ethiopian Ministry of Education, envisages the expansion of educational opportunities so that by 2015 Ethiopia will attain universal primary education. The primary focus of the ESDP is on the improvement in quality of education and expanded access to education. It will emphasize primary education in rural areas as well as the promotion of girls' education.

The goals for the first five years, among others, are: Increasing enrollment from 3.1 million to 7 million, enhancing the quality of education through improved provision of textbooks on core subjects to each child, improving educational facilities and teacher training, and selective expansion of higher education—education, public health and medicine, engineering, economics, management and accounting. The ESDP is estimated to cost U.S.\$1.8 billion and will be derived from domestic sources and external funding. The government is committed to financing 73% of the program cost.

Since ESDP began in 1995 student access to textbooks has improved significantly. In 1995/1996 there were nearly 2.3 million core primary textbooks in circulation in schools. This increased to over 20 million textbooks in 2000/2001— an over nine-fold increase. However, despite this significant increase, the pupil/textbook ratio is not 1:1 yet. The pupil/textbook ratio for the different regions ranges from 1:1 to 1:3, reducing the national average to a ratio of about 2.5:1 which formerly was 5:1 in many cases.

Similarly, enrollment has increased by 60% from 1996 to 2000, exceeding the goal of increasing enrollment to 7 million. This however has resulted in the overcrowding of classrooms, despite the construction of an additional 1,386 schools bringing the total to 11,780 schools in 2000. This problem is compounded by the lack of a sufficient number of qualified teachers. 70% of teachers in grades 5-8 are under-qualified. Moreover, attempts to narrow the gaps in regional and gender disparities have been slow. Female primary and secondary school enrollments lag behind those of males by about 25%, while female enrollment in higher education is less than a quarter of the male enrollment. Illiteracy rates for Ethiopian women are about 70% nationally and as high as 94% for women in the Afar region. Gender and regional disparities persist in quality indicators such as dropout rates, repetition rates, etc. Repetition averages 12.5% across all primary grades and the dropout rate averages 15.2%. About one-third of grade 1 pupils dropout before reaching grade 2. Teachers are not motivated due to low salaries, the lack of incentives, and absence of a proper career structure. In remote areas, they experience problems with communication, housing, and health services. Women teachers have no access to reproductive-health care and have inadequate child-care support. In some rural areas, there are no secondary schools for teachers' children. To provide competent instruction, teachers need training, textbooks, teachers' guides, teaching equipment, and libraries.

Ethiopia with a total population of about 65.3 million has 2.2 million HIV positive persons. Ethiopia has the third largest number of people living with HIV/AIDS of any country in the

world. A school health program has been introduced which integrated HIV/AIDS into the school curriculum, and encouraged the formation of health clubs to promote peer education.

Major multilateral donors to Ethiopia are the World Bank, United Nations organizations, the European Union, and the African Development Bank. The World Bank strongly supports sector programs in education and health, HIV/AIDS, agricultural production, human capacity development, and Ethiopia's rehabilitation and reconstruction program along the Ethiopia/Eritrea border. The United States and Japan rank first and second among bilateral donor partners, followed by Italy, Ireland, Germany, and the Nordic countries. These latter donors support specific program sectors such as the environment, basic education, and social infrastructure. The British are planning to restart programs, deferred during the border conflict, in basic education and food security. Donor coordination in Ethiopia is good, especially in sector development programs in roads, health, and education. Donor cooperation has been extremely effective in 2004 in getting government agreement on a new approach to food security policy. Coordinated emergency responses to food aid needs, internally displaced populations, and HIV/AIDS have been very effective.

Educational Challenges

The impact of the Centers of Excellence has been significant; however, the expansion of these Centers is difficult and slow. Replication of the Centers is essential to foster the development of a well-trained, modern teaching force dispersed throughout the country. AEI may wish to work intensely with the Mission and AED to implement activities designed to fast track the roll out of more Centers of Excellence. Key considerations in scaling up the Centers would be geographical distribution, management and coordination of the accelerated roll out, and the role of successful Centers such as Debre Birhan in replication efforts. Expansion of the Centers throughout the country would help to improve the quality of teacher training and support the efforts of all stakeholders to improve the quality of education for learners.

USAID/Ethiopia and AEI Program Theory

USAID/AFR/SD/ED and USAID/Ethiopia have crafted a series of activities in Ethiopia that respond to AEI's goals of increasing access to and improving the quality of education in the country. By increasing resources to Ethiopia in pre- and in-service teacher training, textbooks, scholarships for girls and other innovative activities, AEI will improve basic education quality, thereby supporting the Ethiopian MOE's goal of universal primary education. AEI seeks to track impact on beneficiaries including strengthened institutions, services to adults, and children with improved learning environments. In some activities AEI has established beneficiary targets to better assess the short and long-term impact of its country investments.

To accomplish its goals and beneficiary targets, AEI funds have been channeled through USAID/Ethiopia's education program and its partners of international and local non-governmental organizations (NGOs). Although AEI falls under the umbrella of the mission's education program, the Initiative-specific activities focus on and emphasize innovation and the integration of its cross cutting themes of HIV/AIDS education and community participation. With AEI's support it is anticipated that once implementation is completed in Ethiopia the quality and access to education will be improved. AEI is able to utilize the various implementing arrangements of USAID/Ethiopia's program, with principal contractors, grantees, and agencies to accomplish its goals. On the one hand some AEI activities in Ethiopia are portions of larger multi-country projects centralized in USAID/AFR/SD/ED in Washington—such as the Innovative Activities component program with the International Foundation for Education and

Self-Help (IFESH); the Academy for Educational Development (AED) and Aurora Associates regional contract for all East African AGSP programs; and the TOLM contract managed by Hampton University (HU). On the other hand, USAID/Ethiopia directly manages AEI funds to implement teacher training activities through AED and a separate mission-led AGSP activity through Participating Agencies Collaborating Together (PACT). Given PACT and AED's roles on Washington-based projects for Ethiopia, sometimes the distinctions among AEI programs are challenging to outline.

While AEI's investments are distinct, they do correlate with USAID/Ethiopia's basic education program which began in 1995 with the aim of improving the quality and equity of primary education. Some key investments of the mission's basic education program that AEI funds capitalize on include:

- New primary school textbooks using regional languages and the active-learning approach were written. A program for producing supplementary reading materials, especially those written by teachers, has supplied new regional language books.
- Extensive capacity building for curriculum specialists was undertaken with the build-up of effective monitoring and evaluation systems involving teachers.
- Pre-service education activities improved the quality of teachers by building academic staff capacity, improving instructional materials, strengthening facilities for producing instructional materials and teaching aids, providing computers and computer training, supporting programs of co-curricular activities that encourage the success of female students, and increasing administrative efficiency.
- Evaluation results helped to improve the materials, strengthen the flow of information to and from the schools, and increase the involvement of curriculum developers through in-service programs for teachers. An effort to make the instructional materials gender balanced has been integrated into all of USAID/Ethiopia's activities.
- Strengthened the community-school relationship through incentive grants to over 3,700 schools. Parent-Teacher Associations (PTA) for these schools now have the capacity to diagnose their educational problems and plan future development. This innovative undertaking has changed the quality and gender equity of the school environment.

Given the history of established USAID/Ethiopia programs similarly-themed to AEI's objectives, the program theory for AEI in Ethiopia might be described as simply supplementing the funding resources for the bilateral educational assistance provided by USAID/Ethiopia, as well as expanding the impact of that program.